

# **EXPLORING TRANSLANGUAGING: AN APPROACH TO TEACHING AND LEARNING ENGLISH AS FOREIGN LANGUAGE OF BONE ISLAMIC UNIVERSITY CONTEXT**

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The purpose of this study was to find out the process of communication or language interaction and multilingual involvement in increasing students' understanding of learning English as a foreign language. The researcher used a qualitative method which was carried out on the fourth semester students of the Tadris English study program at IAIN Bone which consists of 56 students and 2 lecturers. The research data was obtained through observation and interviews. Data obtained through observation is used to find out the variety of languages used and the communication process in this case translanguaging interactions in learning activities. Interviews were conducted to obtain data related to teachers and students perceptions of translanguaging in learning foreign language and to find out how translanguaging can improve students' understanding of learning English as a foreign language in particular. The results of this study indicate the existence of translanguaging which has at least five different languages used in teaching and learning foreign languages, but there are three different languages that are very often used in it. The frequency of using Indonesian is more often used in giving emphasis and rectifying the intent and purpose of what the teacher and students want to convey. Furthermore, it is known that the existence of regional language or mother tongue is less frequently used at the student level, so it can be concluded that the level of education greatly influences the existence of a language especially in foreign language learning. In addition, that translanguaging involvement in foreign language teaching and learning receives a positive response in which teachers and students assume that translanguaging use is effective in enhance understanding of the subject of foreign language learning.

**Keywords:** Translanguaging, Existence, Interaction and Enhancement.

## **INTRODUCTION**

Language acquisition has the power to show the exist of a new culture and way of being in the world, although the field of research regarding how languages are learned and taught is full of competing theoretical and practical complexities (Nicholas & Starks, 2014). It is believed that the influence of education determines someone's attitude, interaction and communication. in the world of teaching and learning, teachers and students are required to develop communication well because without effective communication, messages and goals will not be conveyed properly. Therefore communication is a mutually influential interaction carried out by someone to others whether intentionally or not, when the form is not only limited to verbal language, but also to facial expressions, paintings, technology, and others (Shannon & Weaver, 1943).

The establishment of teaching and learning quality are passed by creating conducive classroom conditions through effective communication and using the exact language. Basically, language is sound

systems that contain rules can be used to identify people who are speaking using a particular language (William A. Haviland). Judging from several aspects, basically language is a system. For various specific rules both grammatical, phonemic, and phonetic. The language is not free, but it is limited to a variety of specific rules. On the other hand, the system of language is voluntary (arbitrary) which has a general system and the basic rules. In general way, language is a sound used by humans verbally before pouring them in writing. In the world, many people can produce oral language but cannot write it. So language is basically an oral language, while writing is the second form of language. The writing is a symbol of language and language is speech.

Language use gives an indication of who we are, where we are from and where we have been. Language learning sets the stage for our identity construction and how we identify with or against particular groups, societies, and/or cultures (Chukly-bonato, 2016). Specially in education's scope, teaching and learning foreign language should often involve a multilingual body of students, each with their own native language accompanied by an individual "backpack" of culture and experience (McIntosh, 1992). Translanguaging considers first, second, third, and/or fourth languages as parts of a whole, thereby avoiding monolingual separation in theory and in teaching (Creese & Blackledge 2010; Garcia 2009). It is time to move beyond the monolingual paradigm, and embrace how languages intersect and influence our identity, which is why it is crucial for teachers to respect students' native languages by incorporating them into the second language classroom. Canagarajah (2011) provides with a definition of translanguaging as 'the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system.

Translanguaging can be defined as the multicompetence of bi/multilingual speakers who possess the ability to switch between languages while integrating them within a single linguistic system (García and Wei 2014). Several studies have identified the use of translanguaging by bi/ multilingual speakers for effective communication outside the classroom (eg Wei 2005; García 2009; Baker 2011). A growing trend reflects how educationalists are now eager to explore how bi/multilingual competencies can be employed within the mainstream classroom in order to enhance learning (Creese and Blackledge 2010).

This shows that in teaching English Foreign Languages (EFL), the use and selection of language in communication has an important role to help improve students' understanding so that they can play an active role in the learning environment, especially in terms of academic improvement of students. The selection and use of multilingual in teaching and learning foreign languages greatly influences the interests, mood, motivation, reactions, ideas / insights of students to be actively involved in their class. The choice of language according to Fasold (1984: 180) is not as simple as we imagine, which is to choose "a language as a whole" (whole language). In communicating, someone who has two languages or more must choose which language he/she will use. Because, in reality the selection and use of language there are three types of choices. First, by choosing one variation from the same language (intra-language-variation). Second, with code switching, it means using one language at a time, and using another language for other purposes. Third, by mixing code (code-mixing), it means using one particular language by interfering with pieces from other languages. The researcher had formulated three research questions as follows:

1. How do teachers and students perceive about translanguaging in their class room ?
2. How do L1 (first language), L2 (second language) and L3 (third language) interact each other in EFL classroom at Bone Islamic university context?
3. How does the translanguaging enhance learners' understanding of the subject content in Bone Islamic university context?

For this case study, the researcher examines how multilingual competencies in Bone Islamic university are utilised through translanguaging to teach and learn the foreign language. Some studies that have been conducted in England show a positive influence from bi/multilingual learning (Kenner et al. 2008) and America (Thomas & Collier 2002); this case study will aim to expand on previous research by demonstrating how a variety of languages can be and are being employed effectively within the classroom.

environments in the supplementary sector by observing how teachers and students combine and alternate between English, Arabic, Korean, Indonesia and Buginese to engage with the curriculum content.

## **LITERATURE REVIEW**

Linus Nghifingiwanga Shifidi (2014) conducted a research about integration of Translanguaging in lessons: An approach to teaching and learning in Namibian junior secondary schools, A qualitative case study in three regions in Namibia. This research was aimed at exploring the existence of translanguaging in Namibian schools, three schools were picked from three regions of Khomas, Oshikoto and Ohangwena respectively. This research investigated so far translanguaging occurs in the teaching and learning process and knowing the opinions of teachers whether translanguaging has a significant influence in improving students' understanding of the subject matter. The results of this study indicate the true existence of translanguaging in the region and it is evident that translanguaging has a positive impact in improving students' understanding of the subject being taught and encouraging students and teachers to participate actively during the learning process. The conclusion of this study is that translanguaging is very necessary in Namibia as a means of communication strategy if the learner is not on the right track.

Katherine Chukly-Bonato (2016) Transferring knowledge through translanguaging: The art of multilingualizing the foreign language classroom, A thesis submitted to McGill University In partial fulfillment of the requirements for the degree of Master of Arts in Second Language Education. The study fuses translanguaging teaching approaches in an ESL context in Catalonia, and evaluates how students responded to these new language teaching methods. This study introduces and explores students' multilingual use of authentic reading, listening, writing and speaking materials in the context of learning English, while using native language referencing to reinforce and facilitate language comprehension. The incorporation of native language referencing was intended to make English language learning more critically engaging, and related to the real lives of the students.

Nasima Hassan and Kamal Ahmed, University of East London (2015) conducted a study which aimed to Exploring translanguaging: a case study of a madrasah in Tower Hamlets. This research is expected to further improve students' understanding of language learning and is expected to choose the right strategy for teachers who teach it effectively. Investigation in this study were very helpful in teaching and learning in Madrasah. This also includes teachers and students in schools who use translanguaging as a pedagogical tool by matching the core points of the Islamic curriculum.

Molly J. Champlin (2016) Translanguaging and Bilingual Learners: A Study of How Translanguaging Promotes Literacy Skills in Bilingual Students. This research was conducted using the translanguaging learning function for bilingual students and investigating which policies in improving and developing students' language skills. Data collection was carried out during the learning process, interviews with students and teachers, questionnaires and other collegial participation. The results in this study are translations of students' English development. In addition, this study proved that teachers use various translation strategies in their classrooms to create conducive classroom conditions during learning. However, only a few believe in the positive effects of this translanguaging strategy. the implications of this study indicate that teachers should receive training in the use of formal translation where the use of this strategy is in line with current language policies and programs to support the quality of education.

## **METHODS**

In this study, the researcher employed a single case study in order to investigate translanguaging phenomenon in a group of Bone Islamic university. The aim of single case study is to explore and investigate the phenomenon deeply in it's real life context without any control over the phenomenon by writer or

researcher (Yin, 2009). Thus, single case study is said to have its origins in qualitative approaches. Qualitative research explores attitudes, behavior and experiences through such methods as interview of focus groups (Dowson, 2002). This research was conducted in Bone Islamic University (IAIN Bone), academic year 2019/2020. The sum of the populations was 63 students and taken 21 as respondents of researcher's interview. The sample of this research were an English teachers and the students of English Department (TBI) that consist two classes.

The researcher applied the purposive sampling technique in taking the participants of the research. Stake (2010:33) suggests that sampling in qualitative research should be iterative and flexible so that the researcher can adapt to conditions in the field and to new insights.

In this research, there are two instruments will be used to collect the data. They are classroom observation and interview. Stake (2010, p. 90) have shown positivity towards this method by pointing out that many qualitative researchers in qualitative research prefer to use the observation method because they are able to see and at the same time notice what, who, where, when and why things are happening. Gay et al. (2012) stated that in observation, the study gains the data by simply watching the participants.

In this case, the researcher will use a non-participant observation where the respondents were not aware of what researcher will observe. The researcher will use observation check lists while audio-recording, whatever happened at the same time. During recording, researcher have to focus on translanguaging, usage and language selection. Whatever happens in class during the lesson is recorded to be taken as data. So all languages or any language used in teaching EFL as well as any teacher and student activities whether the teacher explains the topic, delivers material, greets students, assigns assignments or conditions to students in asking, provides feedback will be captured through this observation related to the use of language. When conducting the interview, the study engaged audio recording. According to Burns (1992, p. 56). Interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations (Cohen, 2011). In this study, researchers conducted interviews with the aim of getting accurate data directly. In this case, the researcher uses the interview guide with the questions set before, but even so, the researcher is flexible in diverting questions to students and teachers but remains coherent with the topic of discussion. After the interview, the conversation record is transcribed into a written conversation and presents the results.

The data collection taken place in the university particularly in 90-minutes of EFL class. There was two teachers and some students have taken to interview. The data of this research is collected using the following procedures: First, The researcher ask permission to the head English Department and teacher of EFL classroom in IAIN Bone for doing observation in their classroom for 90-minutes lesson e very meeting. Before entering in the classroom, researcher prepared tools of observation such as audio or video recording and observation checklist. The researcher follows the process of teaching and learning EFL lesson until the end of the class while using the check lists while audio-recording whatever happened at the same time. During recording, the researcher should focus on teacher's and students' actions related to the their feedback of their communication. Advanced, The researcher conduct interview to the teachers an students to collect more data and take the reason of using translanguaging in their classroom by using interview guide. When the resarcher gets the data as the in-service course began in mid of march 2018 which has 8 frequencies of action research. Before the data is analyzed using discourse analysis. The researcher transcribe all observations and interviews. The transcript process is done using Microsoft Word by paying attention to the theory in analyzing and encoding data. Braun and Clarke (2006) step-by-step guidelines. The guidelines are (1) familiarizing yourself with the data, (2) generating initial codes, (3) the researcher read throughout each transcript to immerse in the data, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

The process of data analysis is done when the recording transcription process is complete. Data analysis is done by identifying the main themes of audio recordings and field notes relating to existing research questions. The need for data descriptions is realistic, so the researcher writes the relevant audio data words along with the included syntax errors, so that everything is purely in accordance with the conditions

that occur. After reviewing field notes, the existing theme themes were developed using codes, for example TA (teacher A) or SA (student A), to represent participants during the analysis of researcher's data.

The researcher developed the following theme to answer the research questions: the condition of students using L1 in class L2 and or L3, language used in research, attitudes of acceptance of L1 references in EFL class, teacher attitudes toward L1 references in L2 space, teacher feedback for dominant students L1 . With research questions like this, it directly facilitates the description of findings and conclusions.

Based on existing data, the researcher presents a sketch of the overall details to provide a broad and comprehensive narrative about the conditions of the EFL class during the teaching and learning process. This sketch serves as a dynamic representation of audio recordings and field notes. Data analysis can be carried out continuously and can last forever. But researcher can use several criteria to end their analysis. Depletion of resources, the saturation of the category that continuous data collection only produces insignificant amounts of new information, the emergence of the order that data continues to produce the same results and over-extension criteria, where new information does not apply to categories that have emerged and new information contributes for each new category that is feasible. Some of these criteria can be taken as a reference in deciding when to stop collecting data.

## FINDING AND DISCUSSION

### 1. Teachers and Students' Perceptions about Translanguaging in EFL Classroom

The concept of translanguaging in teaching and learning English as a foreign language class based on research that takes several weeks and involves groups of students and teachers in two different classes is known that translanguaging as an option in explaining material or transferring information and / or providing feedback related to discussion topics.

The results of interviews conducted with teachers and students acknowledged that translanguaging was approved in their use and involvement in the EFL class. This is evidenced by the exposure of the positive impact or good influence of what they feel in their learning and teaching activities in their foreign language classes. Teachers and students perceive that translanguaging is an approach that can help them in foreign language activities which use language from monolingualism to multilingualism to build effective communication between teachers and students and increase students' motivation and understanding of learning material as stated by Jones and Lewis (2014, p. 141) that translanguaging as "the process of forming sense, express the experience, understanding and knowledge through the use of more than one language. Thus the concept of translanguaging has developed further over the past few decades in line with the changing language paradigm that moves from monolingualism to multilingualism (Lewis, Jones & Baker, 2012).

The existence of translanguaging is considered necessary at every level or level of the students class because translanguaging is something that does not have a negative impact and its existence is indeed needed. On the other hand it considers translanguaging only to be used at a certain level or for students who are still in the lower classes because students are still lacking in vocabulary of foreign languages related to the subject being studied as stated by Canagarajah (2011, p. 401) claims that translanguaging refers to the level the speaker's ability to involve several languages and treat a variety of languages so that they can become an integrated unit in their communication activities. Baker (2011), Li Wei (2010) expressed a broader view of the practice, believing that translanguaging includes a variety of linguistic performances for a broad range of purposes.

#### 1.1 Teachers and Translanguaging

The fig. Below presents the response from teachers on daily language use during lessons.

Languages	English Language	Mother Tongue (Buginese)	Others	
			Indonesia	Arabic
Teacher A	<b>X</b>		<b>X</b>	
Teacher B	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

Figure 1. the language used by teachers daily

The use of language and the choice of words are things that greatly influence students' understanding of the material taught by the teachers. for that the teachers must enrich vocabulary and be smart in bringing the subject matter so students can understand well. as seen in the data above, the mastery of the language and the existence of the language delivered by the two teachers in different classes but with the same subject.

### 1.1.1 Teachers' perception

The following are some responses from two teachers who have been interviewed regarding the existence or involvement of translanguaging in their English as foreign language class.

- a) **Teachers' Agreement.** Both teachers agreed to the use of translanguaging in the EFL class. the two teachers considered that translanguaging had a positive impact and in the least did not have a negative impact on improving the quality of learning and teaching in the EFL class, so translanguaging can even give an impression and increase understanding of the material based on the subject taught in the class. even though they hope that translanguaging should be able to improve the quality of learning and teaching in the classroom, as well as the use of foreign languages used by teachers in explaining material can motivate students to be proficient or fluent using the foreign language itself. so the involvement between English as a foreign language and mother tongue and national language in the EFL class which can be referred to as translanguaging can be the mood booster of students in participating in daily activities in the classroom. Furthermore in this section, it is not explained about the teacher's disagreement about translanguaging because there is no opinion of them either from the results of the interview or from the observations that can lead the researcher to explain further, so that this section is only presented about how teachers approval see translanguaging involvement in EFL class.
- b) **The existence of translanguaging.** It was reaffirmed that with translanguaging minimizing misunderstandings between teachers and students in teaching learning activities especially in the EFL class. Teacher A emphasizes the existence of translanguaging needed by all students, both first semester students and 6th semester students. However, Teacher B emphasizes the existence of translanguaging on the intelligence of students in one class not from the grade level or semester. teacher B offers teachers of foreign languages involve translanguaging in their class because it is feared that there are still students in one class who do not understand the explanation given if teachers only use one language (foreign language), so as to generalize students' understanding of teacher explanations translanguaging is necessary in the process of learning a foreign language. at least the use of several languages or the existence of translanguaging in the EFL class will not reduce the quality of learning or the quality of students' knowledge of the foreign language itself .
- c) **Translanguaging's Impacts.** there were several perceptions of how the impact resulted from the existence of translanguaging in the EFL class. two of them assume that translanguaging can help students understand the material or the teacher's explanation regarding the subject being taught and clearly, students can know the vocabulary of foreign languages from what is conveyed by the teachers because it is known that teaching foreign languages is not easy for teachers, teachers must have skills and strategies in transferring knowledge or material to students, especially students who are very moody in following the learning process and all depends on how the teacher interacts with students. so the most important part of translanguaging involvement is reviving the classroom atmosphere as said by teacher B. sometimes teacher B uses mother tongue as a joke interlude to his students.

## 2.1 Students and Translanguaging

The fig. Below presents the response from students on daily language use during lessons.

Students	English Language	Mother Tongue (Buginese)	Others		
			Indonesia	Arabic	Korean
TBI 2	X	X	X	X	
TBI 5	X	X	X		X

Figure 2. the language used by students daily

From the data presented above shows how the language is used in the daily lives of students in the class. some languages are used by students in interacting both with their teacher and interacting with each other. Both classes use and involve the same number of languages but different types of languages. Students of TBI 2 involving Arabic because among them whose backgrounds are from Islamic boarding schools and at least master Arabic, so when performing material assignments they occasionally slip Arabic as an improvised language. Likewise in the TBI 5 that involved Korean in their class because among them there were students who were very fond of Korean films and also as fanatical fans of K-POP. This inadvertently affects the style of language of the student concerned so that during intermezzo or make a joke and performing or appearing formally speaking in front of friends and teacher occasionally use Korean language.

### 2.1.1 Students' perception

The following are some responses from students who have been interviewed regarding the existence or involvement of translanguaging in their English as foreign language class.

- a) **Students' Agreement.** From the interview of the students in the two English classes expressed their agreement about the existence of translanguaging in their EFL class. none expressed disapproval of the use of more than one language in teaching and learning English as a foreign language. but it does not rule out the possibility of those who judge the negative impact of translanguaging itself. as seen from the extract above there are some assumptions about why translanguaging should be involved in the EFL class, because the reason is very clear that translanguaging can have a positive impact on the quality of teaching and learning in class but on the other hand there is disagreement over the existence of translanguaging in the long run so it does not should be used and involved continuously because it will affect the quality and language skills of students. as it is assumed that the involvement or use of translanguaging in a foreign language class continuously gives an impression of ignorance towards students in enriching their foreign language vocabulary, it is hoped that the use of translanguaging should be conditional.
- b) **The Existence of Translanguaging.** that the existence of translanguaging in EFL class is considered to be the level of student needs. translanguaging exists because students are deemed necessary, if not needed, translanguaging should not be excised. as well as the level of knowledge and grade level of students. for students at the lower level or beginners who are considered to still need a clear and minimal explanation of foreign language vocabulary, it is understandable if there is or exists translanguaging there, on the contrary if students are already at the upper level then language knowledge and experience foreign language words have been mastered so it is deemed not to require translanguaging. and this cannot be refuted by doing observations before interviewing them (students).
- c) **Translanguaging's Impacts.** the results show that the core of the impact of using translanguaging in teaching and learning English as a foreign language is to improve or enhance students' understanding of responding to and receiving material from what is delivered by the teacher. impacts such as avoiding misunderstandings or adding vocabulary are part of the students' own understanding. so that it was concluded that students considered the existence of translanguaging, students to be more active in following the learning process and responding to classroom activities well, but with translanguaging also need to be considered how students develop foreign language vocabulary mastery, do not think translanguaging is instant access to information teaching.

## 2. The Interaction of L1 (First Language), L2 (Second Language) and L3 (Third Language) in EFL Classroom of IAIN Bone.

### 2.1 Teachers' usage of Languages

This section presents the result from researcher's observations of the teachers regarding the existence of usage languages and or translanguaging in English Departement. The fig. 1 below presents the language used by teacher during researcher's observations in lessons in English Departement (TBI 2) IAIN Bone.

Language Normally Used in Lessons by Teachers	English	Local Languages	Translanguaging Involve
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<b>TEACHER A</b>			
Greeting learners	X		
Explaining lesson	X		
Introducing lesson			X
Drawing learners attention	X		
Explaining difficult terms			X
Asking questions			X
Defining new concepts	X		
Giving tasks/home works			X
Giving feedback			X
Learners do not understand			X
Intermezzo			X
Summarizing the lessons/ closing			X
<b>TEACHER B</b>			
Greeting learners	X		
Explaining lesson	X		
Introducing lesson	X		
Drawing learners attention			X
Explaining difficult terms			X
Asking questions	X		
Defining new concepts	X		
Giving tasks/home works	X		
Giving feedback			X
Learners do not understand			X
Intermezzo		X	
Summarizing the lessons/ Closing			X
Dismissing the class			X

Figure 3. The languages used by teachers in lesson (observation)

Based on the results of the observations above, fig. shows there are some differences between the use of language by teacher A and teacher B. In EFL class, teacher A more often involves translanguaging than English as a foreign language in its class. the existence of translanguaging is supported by the use of Indonesian as a supporting language in delivering the material. It is different from teacher B who prefers to use English as the dominant language in delivering the material, as well as the existence of translanguaging which is supported by the involvement of Indonesian language and the language of buginese in the lesson. The following extract revealed the meaning or the aims of teachers' usage of languages as well as L1, L2 and L3 interaction in EFL class.

<b>LANGUAGES</b>	<b>ENGLISH LANGUAGE</b>				<b>TRANSLANGUAGING</b>			
	<b>Always</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>	<b>Always</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
<b>Teacher A</b>	X					X		
<b>Teacher B</b>	X						X	

Figure 4. The frequency of languages use by the teachers

From the results of the table above, it can be seen that the two teachers who have been studied, namely between teacher A and teacher B have similarities and differences in terms of teaching style and use of language in each lesson. but the most important for researcher is related to linguistics namely the use of



the language used by the teacher itself in teaching English as a foreign language. the two teachers namely teacher A and teacher B were indicated to always use English as the main language in conveying material, flow and rules in the lesson. related to students' problems which are sometimes difficult to understand the vocabulary that the teacher utters, then the teachers initiative to use or explain to students by involving other languages or in terms translanguaging. then the teachers are expected to be good at conditioning the language that students need. but the thing that distinguishes between teacher A and teacher B is related to the frequency of translanguaging use that teacher A is indicated often using translanguaging compared to teacher B who rarely uses translanguaging in his class. so teacher B is dominant in using English rather than other languages in his lessons. but for teacher A the indication of the use of language between English and translanguaging is considered good and can balance the ability to think in processing existing languages.

### 2.1.2 Students' usage of Languages

This section presents the result from researcher's observations of the students regarding the existence of usage languages and or translanguaging in English Departement. The fig. 1 below presents the language used by students during researcher's observations in lessons of English Departement IAIN Bone.

Language Normally Used in Lessons by Students	English	Local Languages	Translanguaging Involve
Responding teachers' greeeting	X		
Answering teachers' questions			X
Discussing in groups			X
Interacting with others			X
Asking other students			X
Saying goodbye to teacher	X		

Figure 5. The languages used by students in lesson (observation)

Based on the results of the observations above, fig. shows that almost all student activities in the class involve translanguaging. there are only certain conditions where students really only use English. this shows that the existence of translanguaging is needed by students in the EFL class especially students in 4th semester English department in IAIN Bone. The interaction between L1, L2, L3 or even L4 in the EFL class provides a separate contribution or significant influence on students. The following extract revealed the meaning or the aims of students' usage of languages as well as L1, L2 and L3 interaction in EFL class.

LANGUAGES	ENGLISH LANGUAGE				TRANSLANGUAGING			
	Always	Often	Rarely	Never	Always	Often	Rarely	Never
STUDENTS TBI 2		X			X			
STUDENTS TBI 5		X			X			

Figure 6. The frequency of languages use by the students

Based on observations and described in the figure above, the condition or frequency of student language use in English as a foreign language class shows the similarities between the two classes that are the object of research research. where the use of foreign languages or English is more often used. Foreign language is really used by students if in the circumstances the students appear with the material and discussion topics that they must bring to their friends. however students involve translanguaging in their classroom activities when they do not feel valued or supervised by the teacher. the use of translanguaging in both classes shows frequencies that are always applied to their fellow friends but are occasionally applied to their teacher. this is caused by the level of English vocabulary mastery of students, where students prefer not

to speak much if they have to use full English and choose to speak actively if allowed to speak locally or nationally.

### **3. Translanguaging Enhance Learners' Understanding of The Subject Content**

Based on the results of observations and interviews with teachers and students, it was found that there was a significant impact on increasing students' understanding of the subject matter. Therefore, in this section we describe how the role of translanguaging in the teaching and learning process in the EFL class.

- a) **To Mediate Understanding.** translanguaging provides a stimulus to students in understanding the material taught by the teacher or in other words mediating the understanding of students especially for students who are very lacking in vocabulary. In understanding the material, often students are faced with high-level words that students rarely listen to before, therefore the need for translanguaging in adding student vocabularies and directing students to be able to understand the material taught, so that later the teaching and learning process can run as it should without students having to complain in understanding foreign languages from the teacher.
- b) **To Construct Meaning.** in teaching foreign language students need other languages to improve their understanding of the material taught by the teacher through translanguaging. So, in this section it is understood that translanguaging is meant to construct the meaning of the word or sentences that students need. As well as the results of the interview above, it explains how translanguaging can work in providing reinforcement of what is intended by the teacher, without translanguaging students difficult to spell words or foreign language sentences themselves. Hence the existence of translanguaging as an explanation of the limitations of students in learning foreign languages.
- c) **To Avoid The Ambiguity.** Not only helps students in receiving material clearly on the subject taught by the teacher, but translanguaging also has the function in breaking up misunderstandings in the meaning or ambiguity of students in attending existing foreign language lessons or in the EFL class. This is something that is important to note, because it can affect the condition of students in receiving lessons or material. For example the condition of feelings of students who can also contaminate the mind or the level of its focus on class activities. Besides that translanguaging was also suggested to provide convenience to students in the process of transfer of knowledge by the teacher because students only need to focus on what the teacher said so as not to require them to use the media in finding meaningful vocabulary which is considered complicated. Therefore, translanguaging helps the teaching and learning process of students in the EFL class.
- d) **To Show Knowledge.** To show knowledge means that translanguaging can show how L1, L2, and or L3 exist and interact in the process of transferring material from teacher to students. This section emphasizes the aspects of the language teacher's skills and how the teacher functions as the real teacher, as well as the students emphasized how they listen to the teacher and how they respond to the teacher. Further explained that based on the extract above, it was explained how translanguaging functions in revealing knowledge of the existence of language variations that students receive, especially those used by the teacher.
- e) **To Make the Class Enjoyable.** Improving students' understanding it is also necessary to have a relaxed class or at least a class that is not always about the explanation and giving of material by the teacher so that occasionally students or especially teachers should occasionally provide interludes or jokes to create relaxed and non-stressful classroom conditions. This was revealed by one student from the interview results which in foreign language teaching or in the EFL class, translanguaging functions in melting the learning atmosphere, a teacher who teaches foreign languages but without language skills and teaching strategies will make students bored and create class conditions monotonous, so that the results obtained from the extract above that before increasing student understanding of the material provided, it is necessary to have a conducive atmosphere or relaxed class conditions, especially in EFL classes and this is a reason why translanguaging needs to be presented.

## CONCLUSION

1. The results of exploration research shows the existence of the extent to which translanguaging occurs between teachers and students of Bone Islamic university in the EFL class or simply how the interaction process between L1 (first language), L2 (second language), L3 (third language) besides finding responses teachers and students like what translanguaging is, how translanguaging is and whether it has a good or not influence on the learning and teaching process in the EFL class and also from the results of the exploration of the effects of translanguaging itself in enhancing students' understanding in learning foreign language.
2. Many positive responses and expectations from teachers and students about translanguaging in the world of education especially in teaching and learning foreign languages so that none of them considered translanguaging to have a negative impact in EFL classroom
3. The interaction between several languages in the EFL Classroom depends on the situation and condition of the class as well as material from the teacher. In addition, language skills of both teachers and students are influenced by the origin or ethnicity of the speaker and also from the level of study. so that it is clearly known that the higher a person's level of study, the less language involved in communication in their class, this relates to the level of student needs in involving translanguaging in learning and teaching activities and it is known that the more difficult the material is taught, the higher the need the existence of translanguaging.
4. Increasing students' understanding of foreign language learning is one of the challenges. therefore a certain skill and approach is needed in overcoming it, so that in this study it was proven that translanguaging had a positive impact on increasing students' understanding in semester 4 of Bone Islamic University.

## SUGGESTION

1. Regarding the existence of translanguaging in EFL class is very helpful for students in understanding learning material and this is suggested for teachers to improve their language skills and to choose this teaching approach or strategy, so that the teaching and learning process can be more effective especially for critical speaking subjects.
2. Given that there are still several places of education both formal and private schools that do not allow students to involve other languages besides focusing on the subject of the language being taught and even forbid students to speak local languages. Therefore with this study, translanguaging can exist anywhere without anyone else who does not allow its existence, because by not involving other languages in the teaching and learning process students will participate less in class activities especially in EFL as well as cultural and language heritage values good if preserved.

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